

## DENTAL BOARD OF CALIFORNIA

### Proposed Language

Changes to the originally proposed language are shown in double underline for new text and double strike-through for deleted text.

**Adopt Sections 1070.6 and 1070.7 of Division 10 of Title 16 of the California Code of Regulations to read as follows:**

#### 1070.6 Teaching Methodology Course Requirement.

A person shall be deemed to have completed an approved course in teaching methodology, as required by section 1070.2(c)(2) by either completing a course approved pursuant to section 1070.7, or by providing evidence of holding one of the following: a post-graduate degree in education; a Ryan Designated Subjects Vocational Education Teaching Credential; a Standard Designated Subjects Teaching Credential; a Community College Teaching Credential; or, a teaching credential deemed equivalent.

Note: Authority cited: Section 1614, Business and Professions Code. Reference: Section 1753, Business and Professions Code.

#### 1070.7. Approval of Teaching Methodology Courses.

The following minimum criteria shall be met for a course in dental assisting teaching methodology, as required by section 1070.2(c)(2), to secure and maintain approval by the ~~Committee~~Board.

(a) Educational Setting. The course shall be established at the post-secondary educational level.

(b) Requirements of Students: Each student must possess a valid, active license as an RDA, RDAEF, RDH, RDHEF, RDHAP, or dentist.

(c) Administration/Faculty. Adequate provision for the supervision and operation of the course shall be made.

(1) The course director shall possess a valid, active, and current RDA, RDAEF, RDH, RDHEF, RDHAP, or dentist license issued by the Board, been licensed for a minimum of five years, taught in a Board approved RDA program for at least three years and possess one of the following: a post-graduate degree in education; a Ryan Designated Subjects Vocational Education Teaching Credential; a Standard Designated Subjects Teaching Credential; a Community College Teaching Credential; or, a teaching credential deemed equivalent.

(2) All faculty shall have the education, background, and occupational experience and/or teaching expertise necessary to teach instructional methodology.

(3) The course director must have the education, background, and occupational experience necessary to understand and fulfill the course goals. He/she shall actively participate in and be responsible for the day-to-day administration of the course including the following:

(A) Providing daily guidance of lecture, demonstration, and student assessment.

(B) Maintaining for a period of not less than 5 years:

(1) Copies of curricula, course outlines, objectives, and grading criteria.

(2) Copies of faculty credentials, licenses, and certifications.

(3) Individual student records, including those necessary to establish satisfactory completion of the course.

(C) Informing the board of any changes to the course content, physical facilities, and/or faculty, within 10 days of such changes.

(d) Length of Course. The program shall be of sufficient duration for the student to develop minimum competence in teaching methodology, but shall in no event be less than 60 clock hours. At least 24 hours of instruction shall occur in the presence of program faculty. At least 50% of the instructional hours shall be devoted to the subject areas specified in subsections (h)(1) and (h)(2), while the additional instruction hours shall be devoted to the remaining subjects specified in subdivision (h).

(e) Evidence of Completion. A certificate or other evidence of completion shall be issued to each student who successfully completes the course.

(f) Facilities and Resources. Facilities and class scheduling shall provide each student with sufficient opportunity, with instructor supervision, to develop minimum competency in teaching methodology. Such facilities shall include safe, adequate and educationally conducive:

(1) Lecture classrooms. Classroom size and equipment shall accommodate the number of students enrolled.

(2) Demonstration area: The demonstration area and equipment shall provide students with an educationally optimal environment.

(g) General Program Content.

(1) Curriculum must include content designed to prepare the student to teach effectively in a dental assisting educational program approved pursuant to section 1070.2, utilizing a variety of teaching methodologies and learning styles.

(2) A detailed course outline shall be provided to the board which clearly states curriculum subject matter and specific instruction hours in the individual areas of lecture, demonstration, and student assessment.

(3) General program objectives and specific instructional unit objectives shall be stated in writing, and shall include the theoretical and practical aspects of each subject. The theoretical aspects of the program shall provide the content necessary for students to make judgments regarding teaching methodology in registered dental assisting education.

(4) Objective evaluation criteria shall be used for measuring student progress toward attainment of specific course objectives. Students shall be provided with specific unit objectives and evaluation criteria that will be used for all aspects of the curriculum.

(h) Areas of Instruction. Areas of instruction shall include at least the following as they relate to teaching methodology strategies:

(1) Introduction to the Classroom Environment: Principles and key concepts of effective communication, group dynamics, conflict resolution, occupational safety, and cultural pluralism

(2) Instructional Technologies for Dental Assisting

(A) Development of generalized program goals and objectives

(B) Development of individualized course outlines which include:

i. Daily/weekly topic outlines

ii. Theory, demonstration, and practical hour breakdown

iii. Student ratios for all aspects of registered dental assisting instruction

(C) Development of specific instructional objectives

i. Identification and development of cognitive and psychomotor objectives, which include student performance, condition, and standards

ii. Writing objectives for problem-solving projects

iii. Writing objectives for higher-level thinking skills

iv. Use of objectives in achievement testing and in assessing performance skills in a process and product domain

(D) Lesson plan development

i. Development of lesson plan templates that include course identification; topic identification; day/time designation; materials required; prerequisites; general

- objectives; cognitive and psychomotor objectives; activities; assignments; and testing/evaluation
- ii. Development of detailed daily lesson plan presentations using the following styles: lecture, demonstration, discussion, inquiry, laboratory practice, clinical practice and games/activities
- iii. Development of the following supplemental instructional sheets: information, procedure and controlled notes
- (E) Homework
  - i. Development of guidelines for a homework policy
  - ii. Development of homework assignment instructional sheets
  - iii. Homework as part of a cumulative assessment
- (F) Assessment and Evaluation
  - i. Objective tests
    - a. Development and analysis of multiple choice, true/false, matching, completion and matching examination items
    - b. Completion of an examination Item analysis
    - c. Identification of pros and cons of instructor-created and textbook-created objective test questions
    - d. Establishment of validity and reliability in objective testing
    - e. Strategies for preparing students to pass written examinations
  - ii. Performance assessment
    - a. Development of criteria for process and product evaluation instruments
    - b. Development of minimum number of satisfactory performances for psychomotor skills
    - c. Construction of product evaluation assessment instruments
    - d. Strategies for preparing students for performance-based assessment examinations
  - iii. Development of student self-study assessment instruments
  - iv. Cumulative assessment
    - a. Identifying standards for minimum competency in clinical performance
    - b. Cumulative assessment strategies for course evaluation, incorporating written and practical examinations, projects, and homework assignments
- (3) Practicum: Observation and Classroom Presentation
  - (A) Observation of a dental assisting instructor who possesses one of the credentials specified in section 1070.6
  - (B) Presentation of a 10 minute theory and a 10 minute demonstration lesson
  - (C) Demonstration and participation in a mock practical examination
  - (D) Demonstration and participation in guided practice activities
  - (E) Demonstration and use of multi-media hardware
  - (F) Use of computer programs for grading, self-instruction, and accessing internet educational materials
- (4) Learning Strategies
  - (A) Teaching techniques for reading and listening strategies
    - i. Three levels of understanding
    - ii. Identification of main points
    - iii. Improving comprehension
    - iv. Notetaking
  - (B) Personal responsibility
  - (C) Motivation
- (5) Classroom management
  - (A) Recordkeeping
  - (B) Dental Board registered dental assisting program requirements

- (C) Time management skills in dental assisting education
- (D) Effective instructional practices for culturally diverse students
- (E) Behavioral approaches to classroom management
- (F) Dealing with management problems
- (i) Evaluation and Examination
  - (1) Upon completion of the course, each student must be able to:
    - (A) Identify the major characteristics of effective communication, group dynamics, conflict resolution, occupational safety issues and cultural pluralism
    - (B) Develop generalized program goals and objectives for an RDA educational program approved pursuant to section 1070.2
    - (C) Develop a detailed course outline that identifies key subject areas and hour designation for an RDA educational program approved pursuant to section 1070.2
    - (D) Develop the cognitive and psychomotor specific objectives for at least one individualized course or module of an RDA educational program approved pursuant to section 1070.2
    - (E) Develop lesson plan templates that include course identification; topic identification; day/time designation; materials required; prerequisites; general objectives; cognitive and psychomotor objectives; activities; assignments; and, testing/evaluation for at least one course or module of an RDA educational program approved pursuant to section 1070.2
    - (F) Develop supplemental instructional sheets that consist of information, procedures and controlled notes for at least one course or module of an RDA educational program approved pursuant to section 1070.2
    - (G) Establish guidelines for homework policies and their corresponding homework assignment instructional sheets
    - (H) Develop valid and reliable objective examinations for at least one course or module of an RDA educational program approved pursuant to Section 1070.2
    - (I) Perform an examination item analysis
    - (J) Identify the factors when a textbook-generated examination is indicated over an instructor-created examination
    - (K) Identify the strategies for preparing students to pass written and practical examinations
    - (L) Develop criteria and grade sheets for at least ten product evaluation instruments
    - (M) Develop criteria and grade sheets for at least three process evaluation instruments
    - (N) Develop a check-off book that identifies the minimum number of satisfactory performances for psychomotor skills for at least two courses or modules of an RDA educational program approved pursuant to section 1070.2
    - (O) Develop two self-study assessment instruments for an RDA educational program approved pursuant to section 1070.2
    - (P) Identify the concepts associated with minimum standards of competency for clinical performance
    - (Q) Compute a cumulative assessment for at least one course or module of an RDA educational program approved pursuant to section 1070.2
    - (R) Observe a dental assisting instructor who possesses one of the credentials specified in section 1070.6
    - (S) Give a 10 minute presentation for a theory and demonstration lesson on a subject taught in an RDA educational program approved pursuant to section 1070.2
    - (T) Demonstrate and participate in a mock practical examination and guided practice activity of a subject taught in an RDA educational program approved pursuant to section 1070.2
    - (U) Identify the use, indications and techniques used with modern multi-medical hardware
    - (V) Identify the use, indications and techniques used with computer-generated grading programs, self-instructional, and internet information systems

(W) Identify the key factors of successful learning strategies

(X) Identify the recordkeeping requirements for an RDA educational program approved pursuant to section 1070.2

(Y) Identify the key factors of successful time management skills

(Z) Identify the key factors of successful instructional practices for culturally diverse students

(AA) Identify affective behavioral approaches to classroom management and techniques for dealing effectively with management problems

(2) Each student shall pass a written examination which reflects the entire curriculum content either through a comprehensive format or modular unit examinations

Note: Authority cited: Section 1614, Business and Professions Code. Reference: Section 1753, Business and Professions Code.